

Our back pages:  
Semester three  
journalism students  
showcase their work

# SPOKE

Vol 22, No.12

Conestoga College, Kitchener, Ont.

April 8, 1991

## Guelph Student Association election results

By Nicole Isard

The election results for the Guelph Student Association were announced Thursday March 27, and Brad Hewings won with 81% of the vote. Brad has taken the welder/fitter program at the Cambridge Campus, and he was president of the Cambridge Student Association. He said he has used to dealing with small numbers, and not having a lot of large events and fundraisers.

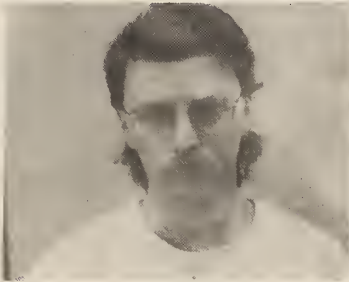
Hewings graduated from Mount Forest D.H.S. in 1983, and went to the K-W Vocational Collegiate Institute to further his education. He is now in his first year of the welding engineer/technician program.

Hewings hopes to increase stu-



Hewings

dent participation through pubs and extra-curricular activities. He wants to increase socialization between the three main programs at Guelph, because he said there seem to be some unwritten rules of socialization. He said a lot of people don't go to the pubs because a majority of one program may go. Hewings also wants to make the



Ireland

GSA more accessible, and make the students more aware the GSA is there for them.

"We'll have a good time," said Hewings.

Paula Ireland is the new vice-president by acclamation. She is in her first year of general business, and plans to transfer to materials management. Her career plans in-



Ascos

clude working for a large company, and eventually opening her own business. Ireland is a Peer Tutor at the college, and said she was more involved with her community rather than her high school, Centre Dufferin D.S.

Ireland wants to see more participation by the students, and she said she would like to try getting

dances, bus passes and a student drug plan. She said she would like to see more administrative-type things, such as the bus passes and the drug plan.

"I'm enthusiastic and open to any and all suggestions. I'm hard working, and I get things done," said Ireland.

Dave Ascos was the other candidate for president. He wanted to run because he wanted to make a name for the Guelph Campus. He said no one knows there is a Guelph campus. He admitted to not knowing of the Guelph Campus until he applied to Conestoga College. Ascos is in his first year of general business, and he is looking forward to owning his own business and becoming successful.

## Lighten your job-hunting load

By Angie Hill

With the school year drawing to a rapid close, job hunting in times of recession can be frustrating. For many who are graduating and have not yet found a job, an attractive resume professionally prepared can make all the difference.

Sandra Buss and Sherri Ahrens are two ladies interested in helping Conestoga students. The two run separate word processing services. Buss, runs Buss Stop services out of her home.

"I think in times of recession people, especially students, are saving their money. The business is slower than I thought, but students do not have the money to put out on resumes," says Buss.

Buss enjoys typing and says that keeping her fingers moving and staying in touch with the business world is what motivates her to want to write resumes.

Buss Stop prices are \$1.50 for a



double-spaced page of type, and \$3 for a single-spaced page.

Sherri Ahrens is another lady interested in helping out in the hunt for employment each college student will eventually face.

Ahrens also admits that her word processing service is not very busy either. Ahrens who has a fulltime job, got into writing resumes when she did some for friends.

"Writing resumes is something that I am not interested in doing full-time, maybe part-time, but my own job keeps me busy," says Ahrens.

Ahrens charges \$35 for a complete resume.

To get in contact with either of these ladies, call Buss Stop word processing at 893-2817, or Sherri Ahrens at 578-1784.

## Women's Campus Safety Audit Group seeking input

by Mel Taylor

A college or university campus can be an intimidating place past sunset. Isolated classrooms, dimly lit parking lots and empty corridors might deter some students from burning the midnight oil or even considering enrollment in evening classes.

A Maclean's/Decima year-end poll for 1990 found that 26 per cent of Canadians are afraid to walk the streets alone at night. The same poll reported 62 per cent of Canadians taking additional precautions to ensure their household and personal safety.

To enhance the round-the-clock well-being of Conestoga College students a Women's Safety Audit group has been formed to assess the physical environment of the Doon Campus in an effort to reduce the opportunities for sexual assault or harassment. Doon was chosen as

the test case since it is Conestoga's largest campus, but eventually every campus will be safety audited.

The audit package the group will use was developed by the Metro Toronto Action Committee on Public Violence Against Women and Children (METRAC).

Representatives from universities and colleges across Ontario were introduced to the package in Toronto at a presentation hosted in February by the Ontario Council of Universities and METRAC.

The aim of the campus safety audit kit is to make "public and semi-public places safer for women, focusing specifically on preventing sexual harassment and assault." The campus audit seeks to identify high-risk areas such as isolated classrooms, locker rooms, paths and parking lots, campus grounds and generally "anywhere that makes you feel uncomfortable

or unsafe."

Although the primary focus of METRAC's audit is women's safety they hasten to point out that what is safer for women is usually safer for everyone. Unfortunately women are statistically more likely than men to be the victims of assault.

Conestoga's Women's Safety Audit group is currently seeking input from Doon students and employees outlining specific areas of concern and suggestions for improvement of campus safety conditions.

Submissions to the group may be placed in the drop box outside the security office or forwarded to group chairman Malcolm Ros-tance in the Health and Safety Department at the Doon Campus, Room 2A11-5, or by phone at 748-5220 (Ext. 470).

## Pension amendments approved by regents

By Leah Shier

On March 26th, 1991 a referendum vote was held at Conestoga on the proposed amendments to the College of Applied Arts and Technology pension plan. This vote involved teachers, administrators and support and maintenance staff. The vote was held to indicate whether or not staff agreed with improvements made to the plan. The new amendments have already been approved by the council of Regents, and is now awaiting approval from the Ministry of Colleges and Universities, and the management board of cabinet. This vote was to be held at all colleges in Ontario and staff was told the vote was to give government an indication before making a final decision about how people feel about the changes, but it has no legal effect.

The vote was to be carried out similar to a contract ratification vote to insure uniformity across the province.

This referendum was to be supervised by either Local Union presidents, or persons designated by the presidents. All eligible voters were listed and the names were crossed off at the time of placing their votes so that officials could get a fairly accurate account of how many people voted from each area and how they felt about the amendments.

Since the pension is not part of the union contract it is a non-negotiable, separate issue. "Although this vote has no legal effect it can give an indication of what people want and maybe influence them politically," said Norm Socha, teacher and supervisor of the vote.

Socha, along with Chuck Whitehead, a technician in the electronics department, were in charge of overseeing the voting.

"We have had a steady turnout so far," said Whitehead about the attendance.

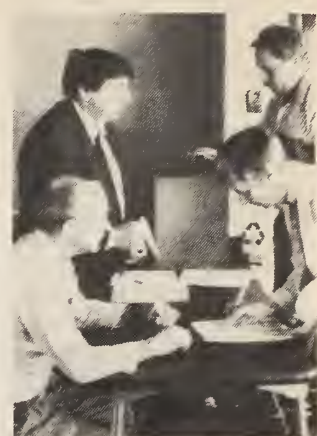
With the new amendments to the pension plan, teachers and staff who wish to retire at 60 years of age no longer will lose 25 per cent of their income if they have 20 years of service. It will also change the loss of income for early retirees from 5 per cent each year to 3. Also included is an inflation protection amendment to increase the pension with inflation, instead of the 4 per cent they now receive.

The contribution rate for employees and employers will also increase 1.6 per cent, along with a three year review.

"There is a lot of power in the pension fund. Close to a billion dollars in the end. That's why it's very important," said Socha.

If these changes come into effect, many teachers who wish to take an early retirement and meet the basic requirements will be able to do so now. One such person is Chuck Whitehead who admits "I already have plans if this goes through."

There was a good turnout for the vote as the box was full at the 2:00 deadline.



Norm Socha and Chuck Whitehead oversee balloting  
(Photo by Leah Shier)



# Spoke

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## Tax invading

By Andy Dugan

I sat down the other night, finally determined to do my taxes. There was a menacing pile of envelopes, some opened, some closed, piled on top of what looked like a mini-encyclopedia of government publications explaining how to do taxes, and the piles of tax forms themselves. There was a fast form, a regular form, a table A and a table B, T-4s from the surprising number of temporary and part-time jobs I had to go through to get by another year of higher learning and things I still cannot identify.

This pile of stuff has sat on my desk for longer than I should admit, but then I'm just a little intimidated when it comes to this sort of thing.

"O.K.," I said, "I think I'm a reasonably intelligent person, and there are millions of others who seem to muddle through this mess; here we go."

Fighting off a desire to go immediately to the nearest "cash back" office and get soaked for a percentage of my meagre annual income, I forced myself to look at this stuff and try to make some sense of it.

I'm reasonably intelligent, which is why I had the trouble. It is difficult to have patience with a system that is so obviously made to confuse. It's scary to have the mind try and put itself in synch with the minds that design our tax returns — like the nightmare I once had in which I imagined I was actually running for student government.

Every step is explained, in as user-friendly a language as a fat-bottomed silly servant can conceive from his secluded, unreal environment of studies, stats and annual reports. It becomes clear very quickly that we live in a country with two classes: government employees and their victims.

Years ago, there was a move to streamline the tax system. You would add up all the money you made, and pay a flat rate on it. The rate was adjusted so those who made little would pay a lower rate than those who made a lot. Sound fair? That is probably why it flopped. The finance minister who proposed it had to resign over it, having been laughed out of the House of Commons.

Why did such a simple system seemingly rooted in common sense fail? Look around, there are accountants all over your neighborhood who make 60 and 70 grand with the use of a simple pocket calculator. It's too good a gig to give up. There are offices full of people, who spend their working hours becoming expert either at getting the rich through the system without a scratch, or victimizing the poor, who cannot afford a pocket calculator. Things are going well for these people. They don't get dirty, they can wear nice suits, and they can pretend to be part of the movers and shakers of society without possessing any creativity or valuable skills.

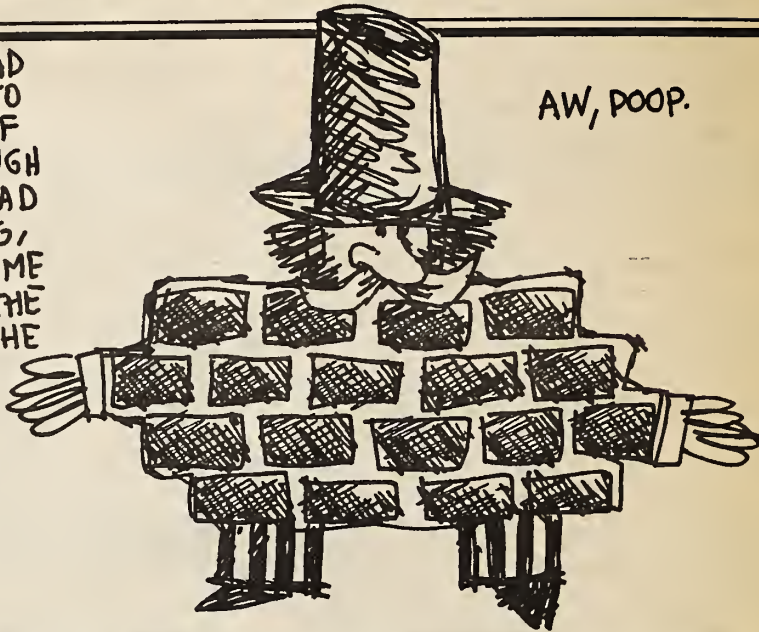
I gave up halfway through my pile of papers, conceded defeat and begged for help from my wife, who lent me great moral support. We were finally done our taxes.

It turns out the government of this great land is going to return thousands of dollars of our money that it has so graciously held in trust for the year — the hardest one we have had financially. Sort of a savings account with deposits made at gunpoint. If we had had these thousands of dollars spread over the year, we would not have been in nearly the misery we were when it came to silly little things like glasses for the kids and rent.

Why does the government want to play this game? Because it collects interest as our money goes into its bank accounts. Now, I really don't mind if Ottawa wants to sneak a piece of my pie, but I do wonder what it spends my interest money on (here's the fun part). It goes to operate the incredibly complex tax system that put me through this agony in the first place. And given what we know about government efficiency, my guess is the money skimmed from me and others doesn't quite cover it.

# OPINION

MY UNCLE SID HAD  
A CURIOUS YEN TO  
PERFECT A SUIT OF  
BRICKS, BUT THOUGH  
A FEW DESIGNS HAD  
SEEMED PROMISING,  
HE ALWAYS HAD SOME  
DIFFICULTY WITH THE  
CONSISTENCY OF THE  
MORTAR.



M. Taylor  
SPOKE

## Aids, Old Testament style

A man caught AIDS, and some people think he deserves it.

He had been impotent for 10 years, received no blood transfusions, and used a sterile needle on the one occasion he used intravenous drugs. How could he have contracted the virus?

This man used to go out with friends in New York and New Jersey and engage in a violent sport, gay-bashing. The Globe and Mail reported, as a result, he had "large amounts" of his victims blood come in contact with the small cuts on his skin he sustained from the beatings.

Most people are unaware of how widespread the practice of gay-bashing is. It's most prevalent during the summer months, but can occur year round. In High Park in Toronto, there have been several attacks in two months.

On Feb. 8 a man was attacked by four others with pieces of lumber and sustained head injuries. On Feb. 17 a man was attacked by 10 others armed with baseball bats. The assaulted man was hospitalized with a

gash to the head, a broken finger and other injuries. On March 2 a man was attacked by a gang of youths while he sat in his car. They fled when a patrolling police car happened on the scene. In these three instances, the attackers not only physically assaulted their victims, but taunted them for being gay.

Many local crimes are reported about adults beaten after dark in downtown areas where they were targeted. They were deliberately stalked after leaving a gay bar. Because of the fear many have about being publicly identified, the true nature of the crime is hidden.

With the story of a gay-basher contracting HIV as a consequence of gay-bashing, the gay community can experience the rare feeling of natural justice. For once the Old Testament style of sin followed by punishment appears to have worked against homophobia.

Only the bitterness of years of fear and suffering could allow such feelings about a fellow human being who now faces a possible death sentence.

—Lyn McGinnis

## The Muse makes me sick

Several months ago, The Muse, Newfoundland's Memorial University student newspaper, published a supplement on gays and lesbians. This supplement titled "A gay man's guide to erotic safer sex," gave information on how gays can protect themselves from AIDS, as well as including an illustration of two men having oral sex. The supplement was very explicit, causing a public outcry that soon became national news. Although no formal complaint was made, police have been looking into whether charges should be laid.

Although the idea of the supplement was to educate the public, there is a difference between freedom of speech and offensive material. It seems in today's society both gays and lesbians are trying to monopolize the press. AIDS is a very scary disease to both homosexuals and heterosexuals, but to suggest that the

explicit nature of the articles in this supplement is appropriate is repulsive and ridiculous. There is absolutely no need for this publication to publish an illustration of deviant behaviour. Although many gays and lesbians feel they should be treated equally, they seem to forget the feelings of heterosexuals. Because this group of people have decided to live their life this way, we as the general public should not have to be subjected to it. People can be taught about the dangers of disease in a much more tasteful way, without illustrations and graphic descriptions of sexual behaviour. If gays and lesbians feel they need to publish this type of filth in a public newspaper then the "normal" people of this country should have a right to stand up finally and tell these people that it makes us sick.

—Leah Shier

## GST: the great silencing tax

With the recent evisceration of the CBC, major cuts in government funding for the arts, increased postal rates for periodicals and newspapers, and application of the GST to all printed matter the government has successfully tightened its grip on the heart and soul of the nation. If the Conservatives are trying to stifle the dissenting voices in the land, their initiative is right on target.

Books, and media in general, are full of ideas, revolutionary ideals and the dangerous notions that go along with them. If the flowering of Canadian culture has anything to do with demise of the present government, and many people think it does, then Mulroney and his cronies have effectively decreased the likelihood of that plan of action being touted by the popular media.

All this muzzling comes at a time when the Great Two-Faced Chin is preaching unity and the Canadian Dream. But Mulroney's definition of culture is obviously one that tows his party line.

While Canadians are begging for relief from the GST on books, Michael Wilson's lame response has been to declare essentials such as yogurt and sperm bank donations GST-free. Oh happy day! As the government lends a hand to artificial insemination it persists in cramping the dissemination of knowledge. Perhaps it is more interested in the fertility of budding Conservatives than the fertility of the Canadian imagination.

Who knows. Given a few too many ideas, Canadians might inadvertently arrive at the conclusion that the present government is short on them.

—Mel Taylor



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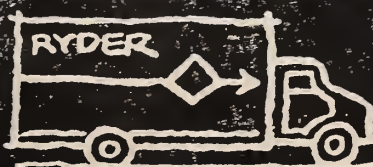
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## Separating recyclables essential to program success

Outgoing DSA president John Lassell said on March 27 he is aware the recycling bins are not being used properly, but believes "the individual student has to come up with some credibility after complaining all these years."

"You can't take a bullhorn into the cafeteria," said Lassell. "Most students are aware of recycling and the environment. Now it's up to them."

Students surveyed the same day in the Learning Resource Center agreed with Lassell that each stu-

dent had to be responsible for his or her own recycling. However, most students said much more could be done to promote the project.

"Recycling is something that people don't think about unless they are reminded often," said Shawn Hamill, a marketing student.

"People see a box and they think it's for garbage. The boxes should have reminders over them to sort and separate. Tell them again that separating things helps to save the environment," Hamill added.

Kathy Atherton, in computer programming analysis, said students should be more informed about the consequences of throwing garbage into the bins.

"We should get across that if things aren't put into the right box, the whole program will fail," said Atherton.

Don Ruddick, a business management student, thought the department with the best recycling record should be rewarded.

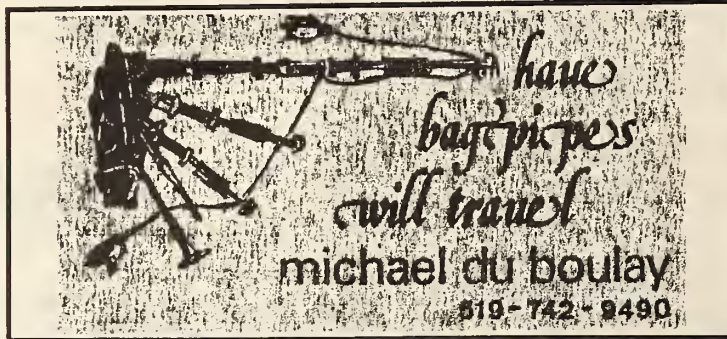
"Make it fun. Throw a pizza party or something," said Ruddick.

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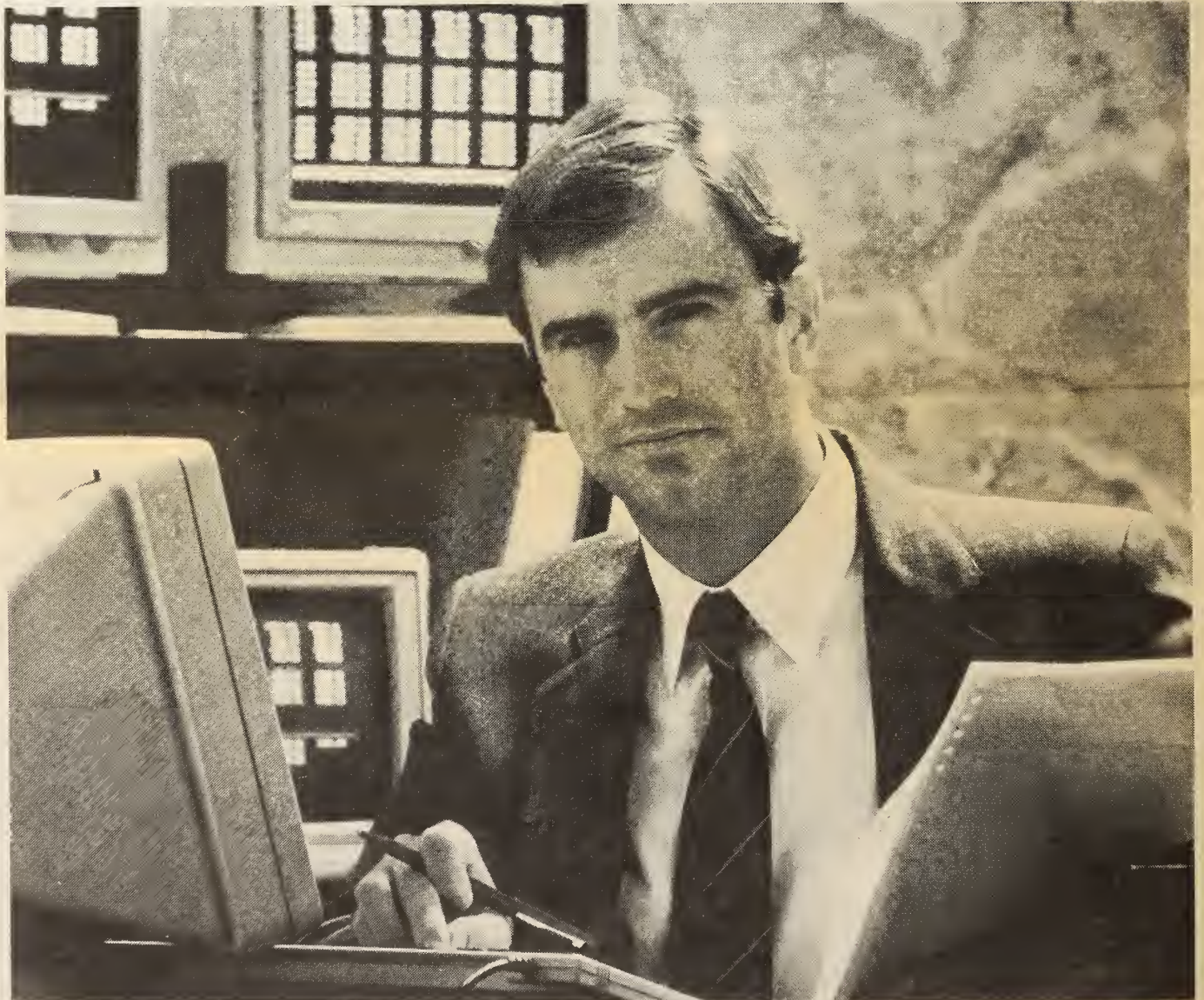
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# WELCOME TO THE BUREAUCRATIC JUNGLE

## Another teachers' strike looming this September

By Rob Maddox

Money will be the main issue this September when the contract between the teachers union and the province expires, union president of local 237 of Conestoga teachers Bart Wesseling said.

The teacher's union wants an eight to nine per cent wage increase phased in over a three- or four-year contract.

Last year, Conestoga college teachers earned an estimated \$25 million. A combination of administration, faculty, and support staff wages was about \$40 million of the College's 1990/91 operating budget of \$48 million.

This year's operating budget will be \$50 to \$52 million. The increase is mostly because of wage improvements "to all full-time and part-time employees", said Conestoga vice-president in charge of finance Kevin Mullan.

Conestoga College is not only paying higher wages, but benefits such as Unemployment Insurance and Canada Pension cost more.

The College pays more money because in 1989 Ontario's 8,800 teachers, counsellors and librarians went on strike.

Conestoga teachers voted 55 per cent in favor of striking.

The strike ended in four weeks and teachers' agreed to a new contract which was almost identical to the one they turned down originally.

A 20-year-old computer programming student, Caroline Murphy said she's thankful teachers are willing to work that extra bit, they are very helpful and give extra time to students who need it.

Teachers deserve the wage increase as much as anybody else.

Murphy said. However, seeing how much they make and the recession, "teachers should be fortunate to have a job right now."

A 20-year-old mechanical engineering student, Andrew Irving said Conestoga teachers deserve a pay increase because they need a lot of schooling to do teach and their wage should be competitive to that the workplace receives.

He said teachers could be paid more money if the College raised tuitions fees or collected "corporate funding".

Governments could make donations by corporations' tax deductible and that would create more money for the college. He said he wouldn't like paying more tuition but would probably still go to school.

Conestoga teachers are making enough money for the job they do, said Law and Security Administration co-ordinator Bob Hays. With the 1989 strike, "teachers lost the respect of the students, the community, and themselves," he said.

The teacher's union does not operate as a democracy, Hays said. It led many teachers to believe a strike mandate was needed to be an effective bargaining weapon against the Council of Regents, who pay the teachers.

The union is a large organization working on behalf of every teacher, "but they're really not looking after my beliefs", Hays said. He agrees with Conestoga College president John Tibitts who supports local bargaining.

An alternative to collective bar-

gaining, local bargaining allows each college to bargain for their own contract.

College teachers are not paid enough, said Bart Wesseling,

Wesseling is optimistic teacher's concerns will be settled quickly, because the NDP government has always maintained a high priority on education and has direct relations with organized labor.

Bob White, president of the Canadian Auto Workers Union (CAW), is also vice president of the federal NDP. As well, Wesseling points to labor contracts the New Democrat government have already settled.

"Ambulance drivers usually strike for months at a time," Wesseling said, but with the NDP government the strike was

settled in three days.

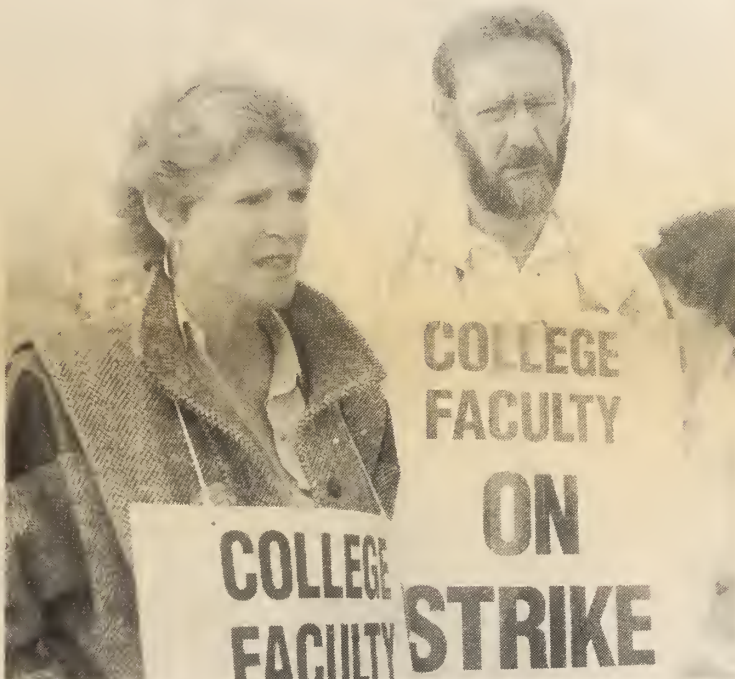
Wesseling looked to this as a good sign and said "fairness seems to prevail" with the NDP government.

Benefits of the last strike was a six per cent wage increase and a 90-day retraining period available to laid-off teachers.

In the Waterloo region, full-time public school teachers earn a wage between \$22,915 to \$59,000. Permanent secondary teachers earn \$27,040 to \$59,000, depending on the qualifications and the experience.

Full-time college professors, councilors and librarians earn between \$25,665 to \$58,710.

University of Waterloo assistant professors and professors earn \$36,300 to \$61,060 per year.



Academics walk the picket line during the teachers' strike in the fall of 1989. Steve Garbatt and Sally Harper joined the protest.

## Student Services helps through hard times

By Livia Srbu

It's that time of year again. Thinking of the beach and of tanned bodies of the opposite sex. You're feeling down and out, depressed you're still in school.

A 'Pick-me-up' bouquet might help, but what you really need is some positive encouragement. The Conestoga College Student Success Advisory Team (CCSSAT) can provide that support. The team is made up of deans of schools and the Chairman of Student Services, with each school, ie. Technology, and Applied Arts, having its own student success action team.

The team is based on a similar one at Jefferson Community College, Louisville, Ky. That college published a document entitled Full Classrooms: 95 Practical Suggestions to Guarantee Student and Teacher Success.

Some suggestions from the article include: a) having students develop a buddy system for work missed, and assignments; b) conduct a personal one-on-one conference with all students at some point during the semester; c) encourage students to talk about problems such as changes in work timetable before dropping a course; d) encourage students to maintain a positive school attitude.

Jack Fletcher, Chair of Student Services, says, "We should be doing everything in our power to remove barriers to student success." He says the advisory team has been trying to raise funds for bursaries and student loans, which would "increase opportunities for students to succeed."

In spite of the increasing awareness of student needs, on the part of the team, the student still must be motivated to succeed academically. Fletcher says, "If the student doesn't at least put 70 per cent effort in, it (success) won't happen."

Attendance is a crucial part of student success says Fletcher. "If a student isn't in class, he's not learning, and (will) increase his chances of failure."

The team is looking into strategies to encourage student attendance, including the deduction of marks for absence. Fletcher suggests if a student knows he is going to be absent he should notify his teacher. The school might also contact the student if he is away, acting in a supportive role, not a condescending one such as "why aren't you in school?" Motivation might also be helped by bringing in guest speakers, and alumni, giving students more information on what they can expect.

The CCSSAT might also make a conscious effort to follow up on a student's success. For instance, if he fails a course, he is at risk of dropping out or being removed. At such a crucial time programs and instructors should identify these students who are at risk so that problems can be quickly isolated. A caring phone call on the part of the team might be all the encouragement a student needs to pick himself up and continue on, says Fletcher. A failed course doesn't mean the student is also a failure.

As a last strategy, the team would provide program meetings to allow students opportunity for feedback. "If we don't ask students what's good or bad," says Fletcher, "we won't know what to change."

The CCSSAT recognizes the importance of maintaining certain academic standards while simultaneously promoting an increased rate of student success.

With a more supportive and less authoritative approach to promoting student success, the student will feel more relaxed and realize there are people who are concerned for his well-being, and willing to provide an ear in those tough times.

## School has unofficial dress code

By Stewart Shutler

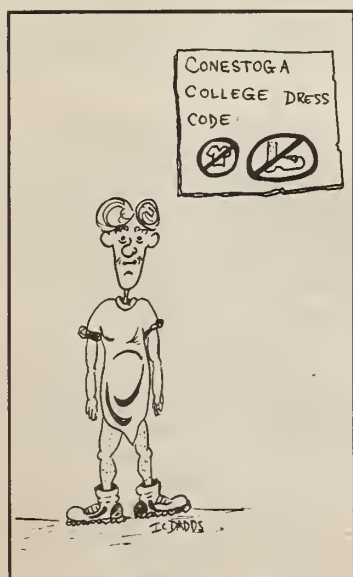
After hearing rumors of an official "dress code", research and interviewing was done with various people in administration and some students.

Myrna Nicholas, a clerk at Student Services, sits at the front desk where she sees people shuffle through the halls all day.

She says that from what she can observe, one way people are more respectful today than they used to be is through the way they dress. "Jeans split is not a style statement anymore," she said.

Jane Skipp, of the school of business and applied arts, said there has been only one instance in the recent past where a person's dress has been a problem.

"People were uncomfortable with the attire and jewellery of a girl in applied arts, and it was dealt with very quietly," she said. Pauline Winston, a secretary in the administration office, said she can



only remember one instance of "disrespect" from a student. "One instance in 10 years, that's not bad," she said.

There was speculation as to whether there actually was an official "code".

"I really don't know. Look in the handbook," most people said.

Students seemed to assume there is some sort of code, but don't know exactly what it is.

"I've never heard of anything. I'm sure it exists, but I've never heard of any problems with it," said Mark Ryan, a first-year broadcasting student.

Derek Douglas, a first-year Law and Security student, said he didn't know of any code, but he said "most of the people in our program dress pretty appropriately."

Finally, after scouring through the student handbook and having secretaries search in Student Regulations books, it was found out that there is no "official" code.

But, Shirley Loucks, an administrative secretary, said there is an unofficial code that says "people should always wear a shirt and shoes."

So in essence then, Conestoga College is like a high-class restaurant- no shirt, no shoes, no service.



# Professional attitude exists between students and staff in continuing education

By Katherine Hayes

Students enrolled in continuing education courses have a respectful and responsive relationship with the college administration governing their studies.

Their administration, under the umbrella of the Center for Continuous Learning (CLC), likes to refer to the students as "clients" or "taxpayer-learners." The staff is thereby gently reminded they are selling a product, and it has to be a good one.

"The vast majority of our students are working citizens, parents and taxpayers expecting a degree of service and value for their dollar. We are trying hard to ensure we give them that value," said Marilyn Lambert, acting director of Continuing Community Education, a division of the Center for Continuous Learning.

Their clientele is very large — 26,000 per year in Continuing Community Education and another 10,000 in the Training and Development program. Together their numbers equal almost half the population of Waterloo.

The most popular courses are in computer, business administration and management, but the CLC responds to community interests with a vast array of other courses; everything from Chinese cooking to CPR.

Responding to the needs and wishes of their clients is a central tenet in the management philosophy of the CLC. Every semester they hold "Learner Feedback Forums" at each of the six Conestoga College campuses in order to hear suggestions from students about ways to improve courses and services. The administration also gets a chance to introduce new plans and give updated program information.

This semester, the forums attracted more than 600 people. According to Lambert: "We are very pleased with the turn-out. These forums provide us with an opportunity to hear directly from our client groups, and allow them to hear directly from management."

The feedback from the forums is still being studied, but it seems to suggest students are primarily asking more courses be organized into definite certificate and diploma courses. That gives a beginning and ending to their study, and something concrete to put on a résumé. There are currently 21 part-time certificate/diploma programs offered, out of approximately 300 courses running per semester.

Shari Dickson, the past supervisor for the CLC, said the number of certified programs will increase in response to the demand. She also pointed out when part-time students asked for more credit for previous learning experience, the issue was directly sent for review by the college.

The administration is trying to make it easier for "learner-taxpayers" to register for their courses. Lambert is enthusiastic about their "Preferred Customer Week." Students already in courses may choose new courses and time slots a week ahead of the general public.

Also, the CLC will soon be accepting registration by fax, in addition

to the usual mail registrations. Seminars on career planning and life-skills are also being offered, free of charge, to clients.

Students seem pleased with the service and commitment shown by the CLC. Ekke Wigboldus, 30, is a carpenter enrolled in an evening class. "I thought coming back to school would be really hard after being out for 10 years. But the attitude here is adult and professional. I was pleasantly surprised," he said.

# S-t-r-e-t-c-h that buck

Stephen Uhler

To assess where a typical student's dollar goes is like searching for two identical snowflakes in a blizzard.

There is no such animal as a "typical" student, and to summarize the Conestoga student body's spending habits in a few words is difficult.

First year students entering Conestoga College in September 1990 paid an average of \$740 tuition for two semesters.

Total program costs vary from course to course, so some students end up paying more than others.

Entering the campus bookstore makes one's bank account whimper for mercy. In 1989, before the GST, estimated book and supply costs for the first year averaged \$500, with the majority falling between \$220 and \$700. On the upper end of the scale, nursing students shelled out \$810, and graphic design paid \$1,500 for these necessities.

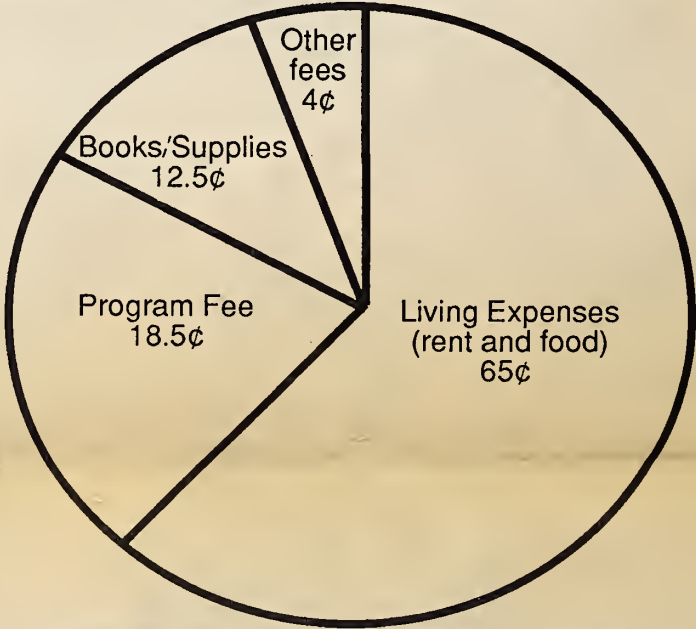
If you don't live with relatives in Kitchener-Waterloo, another expense takes a bite out of the battered dollar; living costs. Room and cooking averages \$65 per week, while room and board averages \$80 per week. Add in food, the occasional night out and

other expenditures, and that savings account begins to resemble a vampire's best friend, drained.

It costs about \$4,000 as an out-of-town student to attend Conestoga College for an academic year. This is assuming one is extremely frugal with money.

How to stretch that buck? Estimation of your expenses, shrewd financial planning, and a lot of luck. You can also use this rule of thumb: figure out what you think costs will be, double it, and the actual amount will be fairly close. If things look a little gloomy, cheer up. At worst, you may have to apply for OSAP or find a part-time job.

## Where a Student's Dollar Goes



First Year Students Living Away From Home  
Based on average fees and expenses as estimated by the Registrar's Office  
September 1990.

# "We're in the process of processing your request"

By Shawn Gillick

Bureaucracy is the boogeyman of modern society. Everyone has some tale of terror to tell of it. What exactly is this thing called bureaucracy, and what effect does it have on Conestoga College?

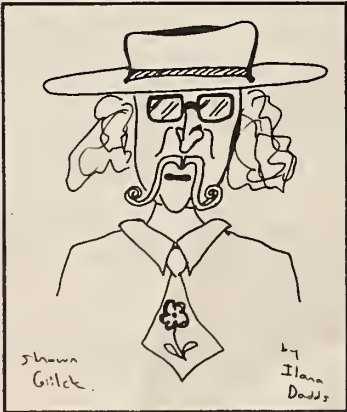
Bureaucracy is an apparatus with the power to plan and manage an increasingly complex society. It is the management and administration of power by a few people. Who are they? The elites of society.

For Conestoga, these elites are those who have offices, not cubbyholes liberated from some laboratory's discarded rat maze.

For bureaucrats, squabbling over power is strongly reminiscent of the territorialism of rats.

The competition for power is the motivating forces behind the establishment of a bureaucracy. They battle with impressive zeal to make sure someone else actually does their work. This changes only when department funding season arrives. The bureaucrats then fight with the ferocity of sex-crazed weasels.

The outcome of this game is lit-



tle work gets done. Let us now look at some examples of this interesting natural phenomenon.

In the the fall term, a Conestoga instructor wished to use paper clips in an ice-breaking exercise. The instructor could not simply requisition a box of paperclips. The quartermaster division of administration required this teacher to collect the paperclips from the students afterwards, so the expense of the box could be recorded on the ledgers.

Let's fade to another picture. All incoming students are supposed to

receive information explaining the operations of the college in excruciating detail. How many of you did?

Several people in the journalism program received bills for an extra course load. These people were not taking any electives. How is this possible, you ask? The administration, in its infinite wisdom, and the demand for hard cash, decided to make it so.

Have you wondered why you have to fill out administrative forms in duplicate or triplicate? It is not so both parties have records of the transaction. It is a safeguard against what may be called the bureaucratic paper shuffle. The purpose of this exercise is as follows; when you lose your copy, the administration feels better for misplacing theirs.

How many times have students or faculty gone to the administration to make a simple request, and watched them play office-tennis by referring you to an endless stream of co-workers who volley you back to the first person? In this game, an ace is scored when some ill-fated

office person runs out of excuses to transfer you to someone else. Game, set and match is achieved when that person has no idea of what the question is, much less the answer.

Just to correct a possible misconception, I have not lumped the instructors in with the students in the prior example to be insulting. It should be obvious that faculty are part of the bureaucracy. In fact, the faculty is the vanguard of the college bureaucracy; otherwise known as cannon fodder.

In the journalism program, a course in basic grammar is required unless you can pass a diagnostic examination with a mark of 85 per cent or more. However, to pass this course, you only need 55 per cent. What's wrong with this picture?

These examples have been a prelude to the ultimate irritation of bureaucracy; the obsession with control. What else can explain the restless passion of bureaucrats to control even the minutia of academic life. Why do you think the college is considering enforcing mandatory attendance? It is not out

of concern for our academic achievement rates. In a meeting last December, Nancy Hamacher, the former chair of applied arts, said mandatory attendance would assist in keeping the drop-out rate of students down. In a more revealing comment, she also said the college loses money if students drop out of programs before completion. Shall we guess whether it is altruistic concern for our welfare motivating this outpouring of concern, or the pressures of the pocketbook?

I could go on and on about this topic, as could any of you. Let me leave you with this parting thought. The source of the conflict between students and administration is over control. As students, we want only to control our own destinies. The affliction of bureaucracy has left the administration with a case of megalomania; they wish to control everything they come in contact with.

Dealing with bureaucracy is like wrestling an amoeba; just when you think you have it pinned down, it oozes away and the games begin again.



# Students to mark professors' performance

By Lyn McGinnis

Who marks the professor? How can students, or entire classes, effectively deal with problems in their program? How can departments and the administration best ensure the quality of education provided by their faculty?

Next September, a comprehensive college-wide evaluation program will be launched during orientation and training sessions. Students will participate in a constructive critique of their program.

Professor salaries take up to 54.5 per cent of the college discretionary budget of \$50 million. How well they do their job is of interest to student consumers, concerned with the quality of their educational environment. It is also of concern to those responsible for providing services necessary to that environment.

John MacKenzie, vice-president of Human Resources, has been involved with the Faculty Evaluation Committee. It has been working for two years to construct a comprehensive evaluation system for pro-

fessors. MacKenzie, who came to Conestoga in August '90, has introduced several performance appraisals for several companies including Northern Telecom Canada Limited and Bell Northern Research.

The result of the study is one questionnaire called the Student Appraisal of Teaching, and another called the Faculty Self Assessment. These will be given to faculty and students to fill out in the fall. The results will be put into a computer program, to be updated yearly.

Those faculty having reached their maximum level will fill out the form at least once in three years. Faculty on probation will complete the assessment at four and eight months, as well as yearly. Any changes in the reported level of proficiency within the department will be clearly monitored.

The Faculty Self Assessment form has over 40 performance-based criteria the individual instructor rates themselves on. It generally covers areas like course organization, knowledge of course content, effective presentation, and

whether the professor facilitates learning.

The Student Appraisal of Teaching form chooses 20 of the faculty criteria for student input. Questions would include whether they feel the workload is evenly distributed over the semester and does the instructor treat them with respect and encourage differing viewpoints.

"The faculty would be interested in having some kind of student input, and also be able to take the questions the students have commented on, and compare their self-perception against the students perception. That would be a good source of feedback," MacKenzie said.

After the faculty have done their self-assessments and students have filled out their questionnaires of the same programs, the resulting information is. The individual professor will receive a one page report illustrating the data in either graph or statistical form. It will illustrate the norm for all professors combined in relation to the twenty student questions, and where they stand.

Determining the norm for all pro-

fessors was a difficult problem. MacKenzie said the committee discussions around the issue of how an individual professor could be evaluated effectively by peers without a resulting strain developing in working relationships were the most controversial.

"Rather than peers sitting around evaluating each other, we will collect the data from all the student evaluations, and get a 'norm line.' We already have the software to do this," MacKenzie said. "So when an individual professor wants to compare how they are perceived by the students against the norm of either people in the program, or the college, they can do that."

"We want to come up with a system that's going to provide each individual faculty member with the best information in what is perceived as the least threatening way, but still good quality information to

help them improve as professionals," MacKenzie said.

Other members of the committee are Andy Clow, Chair of Business Programs at Waterloo Campus, Bill Harrison, professor of the School of Business at Doon, Anne Hopkins, professor of School of Health Services at Doon, Bill Jeffrey, Dean of the School of Health Sciences at Doon, Geoff Money, professor of Industrial Maintenance Mechanic Program at Guelph, Dick Parker, Co-ordinator of the Social Services Program at the School of Applied Arts and Preparatory Studies at Doon, Ken Snyder, Dean of the School of Trades and Apprenticeship, and principal of Guelph and Cambridge campuses, Margaret Vellinga and Ruth MacIntyre professor of the Preparatory Program at the School of Applied Arts and Preparatory Studies at the Stratford campus.



Members of the Faculty Evaluation Committee, Dick Parker, John MacKenzie, and Andy Clow

## College tuition better value

by Nate Hendley and Stu Dugal

Unless you're a millionaire's son or daughter, paying tuition fees is always a painful experience.

Conestoga College charges a base rate tuition of \$740 for a school year running from September to spring.

According to Paul Matresky of the Office of the Registrar, "All college tuition fees are set standards across the province," by the provincial Ministry of Colleges and Universities. The \$740 basic tuition you pay at Conestoga is the same payment you would have made for the 1990-1991 school year at Humber, Cambrian and Sheridan Colleges.

Matresky said every year the Ministry of Colleges and Universities "sets aside money for grant funding. If there was maybe \$700 million, each of the 23 colleges

would get a slice."

The amount a college receives depends on the percentage of students it has in the overall college population. "If Conestoga's percentage across the province is five per cent, we would get five per cent of the money." It is in the college's best interests then to keep enrollment up and expansion on the go.

Funds are given to the Finance Department and allocated in the college. Some programs charge slightly more than the average of \$740 tuition a year, such as Journalism students who pay \$444 a semester, one semester being 16 weeks of an academic year.

Still, this is no reason to grumble, as college students get a great deal for their education compared to what University students pay.

The charge for Arts and Science students for just four months in 1990 at the University of Waterloo

was \$885, without co-op. Arts and Science students had to pay \$1,209 for four months program with co-op, while UW Engineers shelled out \$1,285 for a co-op term of the same duration. Wilfrid Laurier University students paid a basic rate of \$1,639 for the 1990-1991 school year.

Ryerson Polytechnical Institute in Toronto has many of the same programs as Conestoga College. Majoring in Engineering, Nursing, Journalism, or Radio and TV Arts would have set you back about \$1,600 as well for the 1990-1991 school year. Not to mention the extraordinary cost of living in Toronto.

So, you may complain the administration is picking your pockets but really, Conestoga student's wallets are a lot fatter than those students at Universities, getting a similar education.

## College vs. university: an education junkie compares institutions

By Valery Heiler and Patricia Harrickey

The campus looked so small after having gone to a university for four years. Where were all the lecture halls, surely not in one building. And a locker! Lockers are for high school, aren't they?

Coming from a university to a college is a confusing experience. It assaults your ego and your better judgment.

The whole sense of strangeness begins with the new locker but continues with the absence of a licensed establishment in which the harrowed student could drown their sorrows, or quell their fears on the first day at a new school.

The size of the college campus, or lack of, is a new phenomenon, but it has its advantages. The frenzied dashes across campus, dodging traffic and other neurotic students, in a futile attempt to get to the next class in 10 minutes are in the past.

There are no restaurants, only a cafeteria which also serves as a student centre, for now anyway.

It is a big change from the hustle and bustle of a campus whose student population equals a small town. But it is a pleasant change.

The biggest difference between attending a large university and a community college is the feeling of familiarity. The chance of getting to know an instructor outside of the lecture hall is next to impossible. Most professors do not associate with mere undergraduates. At Conestoga, the instructors know all the students by their first name. They know when you aren't in class and furthermore, they want to know why.

It is also a strange experience to print your name on an assignment. After four years as an eight-digit number it's reassuring

ing to know you still have an identity.

The opportunity to meet fellow students is enhanced at college. At university you may make a lot of acquaintances but very few friends. You are lucky to see the same face on campus once a month.

At Conestoga, you know the names of all your classmates, you see the same people everyday and actually get to know them.

College is more practical than university and the work is rewarding. Often the university student won't feel the benefits of their toils until the final years.

The social phenomenon between a university and college are completely different. The university is an environment itself, with its own bookstore, medical centres, residences, pubs and restaurants. There is always something to do and see. In fact, there is little reason ever to leave campus, except to shop. At Conestoga, the student comes and leaves. Although the college is a distinct part of the community, it does not exist as its own entity. It is more of a learning resource than a student community.

And the line-ups, where are they? How does the college process anything without having the whole school stand in line? Four hour lineups to pay fees, to register, and to buy books are the norm at any university.

The big thing of course is money. Three semesters at Conestoga costs about the same as one semester at university. This is definitely a welcome change. And the college diploma is often worth more in the working world than a few letters after your name.

So having a locker and attendance taken at classes isn't really all that bad.

Education is always a good thing.



Welcome to the Bureaucratic Jungle was produced by the confused crew of the Journalism 3 semester. We are: Nate Hendley, Kim MacLaren, Stuart Dugal, Sarah Jane Paterson, Katherine Hayes, Shawn Guilck, Lisa Davies, Stephen Uhler, Kingsley Marfo, Jayson Hunt, Valery Heiler, Lyn McGinnis, Patricia Harrickey, Stewart Shutler, Robert Maddox, Livia Srbu. Many thanks to Mary Lynn McCauley and Andrew Jankowski (for his grudging help). Love and kisses to Shawn.

## Each college program screens its applicants

By Jayson Hunt and Kim MacLaren

No one enjoys being screened, but it happens everywhere. Going for a loan, getting a job, dating and applying at a college, all involve some form of the screening process.

Each program at Conestoga College's campuses has a screening process. The Business program, made up of Administration Accounting, Marketing Management studies, and computer Program Analyst, look for "those who are academically strong in math and English," said Betty Martin.

A 75 to 80 per cent average attracts attention. "If we have 500 applicants and 100 spaces to fill, obviously the ranking is higher," said Martin. "On the other hand, if there are 100 applicants and 100 seats, we lower it to what is needed to fill the seats."

John White, a second-semester business student at the Doon campus, said "I think Conestoga College has a higher cut-off level than other colleges. It is a little more selective in its screening. Most of the students are still in the program. Last year at Niagara College, we had over 60 per cent of the students drop-out."

Martin said they usually accept more applications than there is room for. There are students who have applied elsewhere and once accepted, don't come here. The college would rather have too many applicants than not enough.

The screening differs with Management studies and the two-year co-op Food and Beverage program.

In Management studies, interviews are arranged for the applicant but are seen as an information session.

"We make sure the applicant is aware of what the program is about and assure he/she is in the right program," said Martin.

Because of the nature of the Food and Beverage program, applicants are interviewed and accepted based on previous experience in a restaurant setting.

The Law and Security program has a similar screening with emphasis on English and math marks, but "we look for those who know how to get the thought process going," said Robert Hayes, co-ordinator for LASA. This thinking process involves simple answers to simple questions, also known as common sense.

"When you add salt to water, what happens?" or "If I put this pen along the edge of the desk at an angle it is going to fall. Why is it going to fall?"

"You wouldn't believe some of the answers I get to those questions," he said, shaking his head.

Hayes said applicants fill out a questionnaire, then give information about themselves regarding leadership activities. They are also screened for English skills as well as an ability to read and write. "For those who need help with English skills, where do you go?" asked Hayes.

Dan Scott, a second-semester LASA student said it was tough to get in last year, and this year's criteria has changed, making it even tougher to get into the program.

Approximately one per cent of the 3,500 students at Conestoga are direct entry, those who have graduated from university or another college, according to Martin.

Direct entry students are required to submit a course description and course outlines. If the course itself is equivalent to what is

being taught at Conestoga (the content and the number of hours are the same), they are granted exceptions. Normally they would begin in the first year of the program, but with exemptions, they start in second year.

"The reason direct entry students apply is because most of our graduates are successful at getting jobs afterwards. They may not have been successful at finding a job, or having gotten a job needed specialized training," said Martin.

The Graphics program has a different procedure when it comes to screening.

"You had to be able to sell yourself and have a confident attitude: 'I'm worthy to get in this course and I'm going to get in this course,'" said first-year graphics student Duran Bodasing.

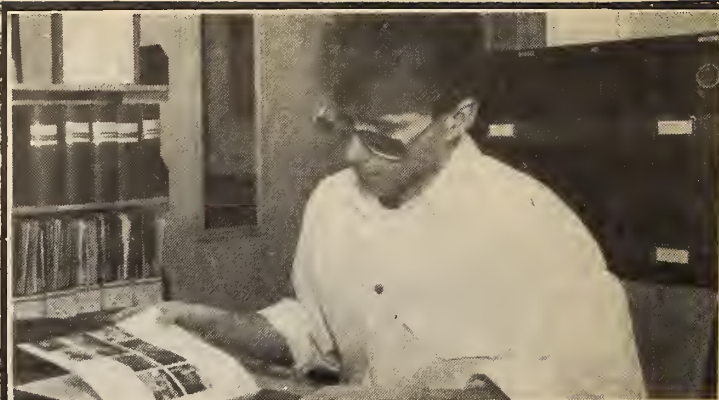
Although a portfolio is essential, a person's ability to talk about his/her portfolio is also important. "We don't just mark art, we also mark how involved the student is with your art," said third-year graphics art instructor Matt Miller.

Miller said he and other instructors use an evaluation form covering the creativity and technical aspects of a student's portfolio, presentation and high-school marks in art.

A student has to show instructors a love of art, and a desire to succeed in the graphic art field.

"You have to have a positive outlook and not accept things that are just okay but better," said Miller.

The screening process for each program at Conestoga College varies widely. Each has different expectations of its applicants. Knowing before hand what to expect when applying is a good way to better the chances of success at Conestoga College.



## Recession takes a bite out of grad employment

By Sarah Jane Paterson

Looking for a job? Down the halls of Conestoga College's Doon Campus' A wing is the office you want. The Co-operative Education and Placement office works with students to ensure success in finding employment.

In the office there is a job referral board, and other materials useful for job hunters.

General workshops are offered to help students with interview or job search techniques. If students feel they need help with interviewing, the office will set up a mock interview to build confidence.

"We're much busier during a recession because students recognize jobs are not as readily accessible and that they really need to be prepared," so they have been coming in to access our information to a greater extent, Deborah Smith, manager of the co-operative education and placement said.

The office has resume clinics where students drop in to have their resumes checked. "Over the last six weeks we've seen over a hundred students, a phenomenal increase over previous years," Smith said during an interview at the Doon Campus.

The Co-operative and planning placement office have numerous contacts with employers and organizations. "We have a

lot of regular employers who contact us whenever they have an appropriate vacancy for a graduate.

"During a recession we do more intensive marketing-sending out information, compiling mailings and making visits to employers," Smith said.

The office also has a co-op program that started in September, 1990. There are currently four programs involved in co-op: three in technology and one in business. Classroom study is combined with paid, on-the-job training.

"The program is beneficial because they are paid and they can relate what they learn in the classroom to what they are doing in the work place and visa-versa," Smith said.

For 1989-1990 of 983 graduates, 91.9 per cent found jobs. About 80.4 per cent found a job relating to their field of study at Conestoga.

About 11.5 per cent found jobs unrelated to their training and 8.1 per cent are still seeking employment. This is a 5 per cent drop from the year before. "That is because of the recession," Smith said.

The office mails surveys to all graduating students about six months after graduation. If there is no response, the office calls. "We usually manage to reach 90 per cent of all our graduates," said Smith.

## Preparing college graduates for employment

By Kingsley Marfo

Administration exists to plan and execute programs so students can acquire skills needed to secure jobs. But sometimes students complain about the narrow, production-oriented nature of the curricula.

Sharon Kalbfleisch, Dean of Applied Arts, says students have a responsibility to understand the role of administration and faculty in preparing them for future career opportunities.

Administration works with faculty to ensure teaching policies produce competent graduates.

To convince students their full development can be guaranteed under their programs, each faculty has an Advisory Committee whose membership includes practicing professionals.

"They are constantly consulted, together with student representatives, in designing the programs and in updating curricula to reflect the needs of the work place," said Kalbfleisch.

She said about five universities are also reviewing some programs

of the college under a system called "concurrent diploma/degree program." This scheme is designed to allow college students to take university courses concurrently with the college programs, aimed at broadening the educational perspective of students.

Student success is one of the goals outlined in the recent Strategic Plan introduced by Conestoga president John Tibbitts.

"There was a certain category of teachers who threatened students, 'look to your right, look to your left, one of you won't be here' but that is not the mentality of Conestoga administration," she said.

Sometimes entire programs are revamped in response to students' demands. For example, the print-journalism program used to run in 10 modules, each consisting of eight weeks. Under the new system the program runs continuously with three entry points.

This works for the student, but is a "pain in the neck" for administration, according to Kalbfleisch. However, because of the college's commitment to student success, it

has been kept, along with an open door policy. Students having problems with their programs can make it known.

The content of courses is determined through course outlines, which are provided by teachers, usually at the beginning of each course.

Many students said these guidelines vary from teacher to teacher. If the guidelines are blueprints for student training, students said they should be consistent, regardless of the instructor.

Andrew Jankowski, co-ordinator of the Journalism-Print program on Doon Campus, said teachers have the final responsibility to ensure students receive the training outlined in their programs.

Students also have an equal responsibility to co-operate with their instructors for an effective learning process. "Students are not stupid. They know when they are receiving proper training from their instructors," said Jankowski.

Whenever possible, faculty and administration respond to student needs. Certain courses, such as

photography, and computer literacy, are examples of recent additions to the journalism program, due to demand in the work place.

"In the future, qualifications for teaching journalism will include knowledge, or being conversant with computers," said Jankowski. While both faculty and administration may wish to adapt to legitimate student needs for equipment and other relevant supplies, sometimes there is no money.

Graduates of the college have their own view of how relevant they find their college training. An example is Andy Schoenhofer, a feature writer at the Guelph Mercury, who graduated from the journalism program in 1990.

Schoenhofer, who was hired after his work term in 1989, said the thrust of the program should be on writing and less on production.

"Interviewing and writing is what a reporter's job is essentially about."

Schoenhofer finds his training in photography beneficial, although he only takes pictures while a technical person processes the film.

Jana Faulhafer, another graduate, who works as a reporter for The New Hamburg Independent, said she was shocked to realize a graduate of journalism from Conestoga had a slim chance of finding a job on a major daily publication such as The K-W Record.

She is quick to point out students who have an open mind, an awareness of what kind of profession they are training for, as well as clearly defined goals will benefit the most.

Although Faulhafer is positive about her training, she thinks certain courses, such as Current Affairs, which do not focus on actual writing are rather wasteful.

"Essentially it is up to the student to prove their merit," said Faulhafer.

According to current statistics, 92 per cent of Conestoga College graduates found jobs. About 90 per cent of the placements were in the fields the graduates were trained for.

In the college system, sometimes it is a matter of who can shout the loudest.